



Reading

Reading is an essential life skill that enables our children to access every other area of the curriculum with more ease. With that in mind, it should be a high priority. Not only simply learning to decode the words but making progress on fluency, stamina, confidently reading out loud and most importantly comprehension.

When reading is set for children to do at home, it is part of their homework and should be prioritised as every other homework would be. Below I have outlined the expectations each year group have for reading records being signed and children being read with. This will be checked weekly by the class teacher and rewards will be in place for those children who fulfil these expectations.

We would encourage ALL children no matter what their reading level to read daily but understand the busy lives that parents lead and so therefore would not expect a comment to be written daily in the reading record. We do however expect 1 comment a week and that the children, dependent on their age and ability, fill in their reading record after they have read independently.

Reception	At least 1 comment a week from a parent
Year 1	2 comments a week from parent
Year 2	3 comments a week. At least 1 of these from a parent
Year 3	3 comments a week. At least 1 of these from a parent
Year 4	3 comments a week. At least 1 of these from a parent
Year 5	3 comments a week. At least 1 of these from a parent
Year 6	3 comments a week. At least 1 of these from a parent



Tips on reading with your child at home and frequently asked questions

I struggle to find the time to read with my child at home, what can I do?

We understand the busy lives that parents lead today and the pressures this puts on our family time. However reading a book with your children is valuable time spent together. Swap it for a game/screen time or a different activity. Reading just before bed, reading to you whilst you cook dinner, in the car, or while you wait to collect a sibling from a club and sharing the reading with other adults in the child's life (grand parents, aunties, uncles etc) are all beneficial. We have found that once families add it to their daily routine and stick to it, this becomes second nature. Children are capable of reading independently so please encourage this after you have heard them read that week.

I struggle to think of comments to write in the reading record. What could I refer to?

Children who are not yet free readers will be coming home with a book mark today that highlights the objectives they must meet **consistently** in their current reading band before they can be assessed to move up. Please use these to help support what you are looking for when your child is reading. They will also give you ideas for things you can refer to for your short comments in the reading record. If in doubt you could always comment on any of the following:

Enjoyment of book

Fluency

Expression

Blending of sounds

Recognition and understanding of punctuation

Identifying new vocabulary

Understanding of themes, characters and plot of the book

Predicting what will happen next

I think my child should be moving to the next reading band but the teacher hasn't moved them yet. What should I do?

The teachers regularly check and assess the children's reading, as do the trained teaching assistants. The teacher must be very confident that the child consistently reaches the objectives on the book marks before they can move them to the next book band as well as having a 98% fluency check on the level of books they are reading. If children are moved too early, it effects their fluency, stamina and reading comprehension. If you would like to talk to the teacher about this please make an appointment with the school office.

Trying to get my child to read at home is a challenge. What could I do?

We would like all of our children to enjoy reading rather than see it as an effort/hard work/something they don't enjoy.

- Try to avoid confrontation and offer a reward chart that they could share with their class teacher.
- Offer alternative reading material, e.g. appropriate internet access, magazines, non – fiction etc...
- Encourage reading at different times of the day or week
- Buy/borrow books on CDs from the local library and then you can listen whilst in the car or before bed
- Share reading activities and interact with the text together
- Share the problem with your child's teacher, we are here to help!

SUPPORTING A CONFIDENT READER

Confident readers have reached the stage where they no longer wish to read to an adult and want to read silently to themselves. The interaction between the parent and child changes at this stage. To ensure that the child's reading development continues to move forward, we would encourage parents to question the child about what they are reading, at an appropriate time, to extend their reading and share their enjoyment of the book.

PLEASE no matter what stage of reading your child is at, read to them as often as possible. Modelling outstanding reading is always valuable.

Morning interventions – If your class teacher has contacted you about your child being part of a reading intervention in the morning, please ensure they are in school by 8.4am to benefit from the whole session.